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ABSTRACT

The purpose of this master's degree project was to help teachers enhance children's language through the use of a variety of activities. Specifically, there were three stages to the project: (1) selection and preparation of a set of activities designed to elicit child language in each of several areas of the Tough classification of children's oral language usage; (2) preparation of instructions for classroom aides and teachers guiding the selection and use of specific activities from the set; and (3) field testing of a stratified sampling of the activities to assess the utility of the instructions and the effectiveness of the activities in improving child language. This document contains an introduction and a statement of the problem, a review of the literature, a short bibliography and extensive appendices. Appendix A provides a framework for the classification of the uses of language. Appendix C offers numerous examples of language games and activities corresponding to Tough's types and subcategories: directive/self-directing, directive/other-directing, interpretive/reporting on present and past experience, interpretive/reasoning, projective/predicting, projective/empathetic, projective/imagining, relational, self-maintaining, relational/interactional. (RH)

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ORAL LANGUAGE GAME AND ACTIVITY HANDBOOK FOR YOUNG CHILDREN

A Project Presented to the Graduate Faculty

of

California State University, Hayward

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
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In Partial Fulfillment

of the Requirements for the Degree

Master of Science in Early Childhood Education

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Chapter I

INTRODUCTION

In a school it is important for the child and teacher to communicate: to tell each other what their feelings and thoughts are and to give and receive directions and information. Tough (1977, pp. 68-69) points out that the uses of language are many. Interpersonal communication is basic to school but is only one of several important school functions of language. The directive function may be concerned with directing others; but it also is used for self-directing, self-monitoring, and thinking things through. The interpretive function is concerned with communicating to others events and situations that a child might witness. It is also self-interpretation for focusing, for categorizing or sorting, and for thinking things through. The directive function also uses language as a tool for classifying, sorting, sharing experiences and reasoning. Both functions are essential tools children use to develop skill in thinking and in communicating with others.

Vygotsky (1962, p. 3) separates the roots of thought and speech until about the age of two. Then, he feels, new behavior develops with the joining of speech and thought. Vygotsky feels the word first functions as an invitation to

a concept. Later the word comes to symbolize the concept. Specific relationships of experiencing and careful use of language to extend, codify, and enhance the experiencing are needed to promote better thinking abilities.

With thought and speech, oral language becomes an essential part in the child's intellectual or cognitive development. Tough (1976, pp. 9-12) points out the fact that a child has to develop, clarify, and understand the relationship with others, his peers, adults and the world in general. He does this, increasingly, through language functions. In doing this in a receptive and enriching environment, a child is influenced in a positive way and will have positive thought and speech processes.

According to Yardley (1974, p. 13), oral language is important as a basis for written communication and reading. When a child starts saying words, that oral communication initiates the development of written communication and reading.

Biestman (1970) feels oral language helps a child to listen, act upon, use and learn. To be able to show and tell helps a child use language in developing natural interactions and setting focus for listening.

Mary Beaven (1980, p. 13) states,

> Activities we consider to be just play--building things; participating in art, music and movement;

> and dramatic and sociodramatic play--are important in developing both language and thinking skills.

Beaven feels that talk by itself is not enough--children need structuring activities such as building, creative art and movement or dramatic play in which they can cast their impressions of the world. However, the activities, by themselves, do not necessarily promote language and thinking skills.

Cazden (1972, pp. 10-14) suggests a way to extend oral language in children is to use a teacher's intellectual skills and concepts. A teacher needs to know more about language, to be aware of its structures and functions, self-consciously and analytically. With that knowledge and ability a teacher still may have the problem of having other demands on her time. A child's language may be "extended" by conversation with peers, even if an adult is not present. Extending oral language will become a positive area for the child with help from the teacher and peer.

Cazden (1972, p. 83) suggests that a major responsibility of any day care center is to extend each child's repertoire of words and meanings for talking about the objects, events and ideas in his expanding world. Cazden feels the ways to use language are private thought and social communication in ways satisfying to the child and important for school success. This is done by giving the

child opportunities to use language: teacher-child interactions, group time such as show and tell sessions, and free play.

Tough (1976, pp. 54-57) feels the teacher may have to observe and distinguish why a child may not be using oral language. Observing a child may be done in group time, free play, and interactions with parents and child, as well as with teacher and child. Children may use oral language poorly for many reasons. These include physical, emotional, and social difficulties. Some of these problems are beyond the scope of an ordinary day care or preschool facility. Others, however, can be prevented or eased by effective classroom language interaction between teacher and child and among children. Problems of reticence to talk, lack of vocabulary, and so on, are within the scope of teacher responsibility. Perhaps it is more important to study the way a child uses language in both intra- and inter-personal ways. In at least the directive and interpretive moods, to watch how a child talks and thinks is basic to thoughtful teacher intervention in the child's language development.

Schwartz (1979, p. 71) supports the need for careful teacher observation and analysis by noting that some children may have language handicaps from societal pressure. They may need help from educators to overcome those handicaps. The handicaps may be caused from culture, family, or using

the English language incorrectly. The inability of children to communicate may have long-term effects on the child's personality and future goals.

STATEMENT OF PROBLEM

The purpose of this project was to assist teachers in using a variety of activities to enhance children's language. Specifically, there were three stages to the project.

A. The selection and preparation of a set of activities designed to elicit child language in each of several areas of the Tough classification of children's oral language usage.

B. The preparation of instructions for use by classroom aides and teachers for the selection and use of specific activities from the set to meet the language needs of children.

C. The field testing of a stratified sampling of the activities to assess the utility of the instructions and the effectiveness of the activities in improving child language.

The usefulness of the materials was studied in three Children's Centers using staff (teachers and aides) of those centers. Materials beyond the appropriate

developmental levels for children in those centers were not included.

Chapter II

REVIEW OF THE LITERATURE

Fox states that activities are important in oral language:

> Many different activities--reading aloud, dramatic play, discussing, painting, building, and observing and comparing--are essential to promote development of children's oral language. (1980, p. 83)

Without the use of these activities, oral language might not be as readily used by the young child. With the proper activities and motivation the young child will be more expressive and communicate orally more with peers and adults.

FUNCTIONS OF LANGUAGE

According to Tough (1977, p. 43), classifying the functions of oral language has to take into consideration whether a child's talk is addressed to a listener or to the child's self. A child's utterances may serve more than a single function. A child may express a relationship with another person whom the child is addressing, but at the same time the child may be conveying other meanings or really addressing himself. Tough (1977, p. 46) states, ". . . if the functions of language are concerned with different kinds of meanings, or thinking, the means by

which this will be made evident is through different uses of language."

Tough (1977, pp. 47-66) explains how four functions of language are used. She calls them directive, interpretive, projective, and relational.

The directive function is clearly recognized to have two categories; self-directing and other-directing. They are concerned with the organization and implementation of physical actions and operations. The self-directing use of language is monitoring the child's own actions. In using other-directing the child directs the actions of others. He may use both at the same time, for directing the self in conjunction with others.

The interpretive function has two categories of language, reporting and reasoning, which reflect the awareness of different levels of complexity in the structure the child may be able to place on experience. Reporting represents the identity of objects and events which the child may view, almost as though it mirrors the child's visual scene. The child may use language that features his immediate experience that may not have significance for him as he reports on his on-going experiences. That is, he may learn to use language patterns which express his actions appropriately without really understanding the words he is using. Reasoning seems to develop from reporting, in which

attention is given to the situation reported. When a child is using language in an attempt to make some sense of what he is experiencing, he is reasoning even though the child's reasoning may be illogical.

The projective function has three categories: predicting, empathizing, and imagining--which are concerned with the organization of events that have not yet occurred and may never take place. In predicting a child may anticipate events in the future or project events that may not be part of the direct experience. In using imaginative language the child frequently may be viewed as playing alone or with other children. In representational play many children seem to make changes readily--children pick up materials or objects and rename them. The child renames the material and by his action indicates that he is regarding the material as a symbol.

The relational function has two categories: self-maintaining and interactional. These strategies are concerned with how the child expresses relationships. Interactional refers to talking with others in a non-directive way and self-maintaining refers to how a child may view his needs and interests in relation to others. (Details of the subdivisions of these four functions are presented in Appendix A: "A framework for the classification of the uses of language," pp. 68-69.)

Tough (1977, p. 67) points out how the four functions of language form the bases for the classification that she used to analyze the talk of three-year-olds in her studies. Each function is important for educators to understand so they may be able to relate to and understand a child's meanings and thoughts.

LANGUAGE AND THOUGHT

Vygotsky (1962, p. 16) has contributed a great deal to the understanding of what Tough calls the directive function of language. Vygotsky collected data from a study of young children in Russia. Each child was asked to do tasks but a series of "obstructions" were presented so the child had no pages to draw on, broken pencils, and no suitable crayons. Vygotsky found that the amount of egocentric speech (self-directive) used by six-year-olds almost doubled in comparison with children who did not face such problems. Egocentric expressions become a release of tension and soon become an instrument for seeking and planning the solution of the problem.

Luria (1973, pp. 306-307) distinguishes two forms of speech activity: expressive and impressive. Either speech activity, whether expressive or impressive, is clearly a highly complex psychological structure, which incorporates several different components. The general characteristics

of speech activity, which become a special form of speech communication, represent only one aspect of this process. There are other aspects of speech: as a tool for intellectual activity and as a method of regulating or organizing human mental processes.

> Speech, based on the word, the basic unit of language, and on the sentence as the basic unit of narrative expression, automatically uses these historically formed facilities, firstly, as a method of analysis and generalization of incoming information and secondly, as a method of formulating decisions and drawing conclusions. That is why speech, a means of communication, has at the same time also become a mechanism of intellectual activity--a method for the use of operations of abstraction and generalization and a basis for categorical thinking. (Luria, 1973, p. 307)

Vygotsky (Luria, 1973, p. 325),

> . . . first demonstrated that the process of analysis and generalization, which is the basis of the intellectual act, depends on the logical structure of speech, and that word-meaning, the basis of ideas, develops in childhood. Initially it is based on impressions a child may receive from the outside world; later it is conveyed into concrete cues of the whole practical situation; finally it begins to apply to whole abstract categories.

Moskowitz (1978, p. 4) points out that some children verbalize more than others and some increase the length of their utterances faster than others. Children also seem to overgeneralize a single rule before learning to apply it more narrowly and before constructing other, less widely applicable rules, and children speak in one-word sentences before speaking in two-word sentences. The similarities

in language learning in children from very different cultures are so great that some linguists have believed that the human brain is preprogrammed for language learning. However, many modern researchers now believe that language-learning specialization in the child is only one aspect of more general cognitive abilities.

Luria demonstrates the importance of speech activity and how speech is used in a child's thinking process. Vygotsky demonstrates the basis for the intellectual act and how it becomes important in the process of speech. Luria and Vygotsky verify how thinking and speech combine for a child to understand a concept. Moskowitz points out the importance of how a child learns language and how the processes of the brain are used in learning language. Tough shows that different uses are made of language in these processes.

READING AND WRITING

Clay (1979, pp. 2-5) states, "For a preliminary period creative writing activities appear to be an important complement to a reading program." In a child's contact with written language, writing behaviors seem to play the role of organizers of reading behaviors.

Some children will learn to read or write long before they enter school, according to Yardley (1974,

pp. 130-131). Reading and writing can be implemented into the preschool curriculum. Ways to implement reading by a teacher include reading a story and being a story-teller. Reading a story should be exciting to keep the child wondering what happens next. To tell a story a teacher has to use a voice to which children can listen and project a personal interest which sets the atmosphere as the story is told. Writing can be implemented by letting the child write symbols and draw a picture or by letting the child draw a picture as the teacher writes next to the picture what the child is saying about the picture.

Butler and Clay (1979, pp. 19-22) present information on how a teacher or parent may help the preschool child become interested in reading. A good collection of nursery rhymes, simple stories, an alphabet book and counting book are important books to have in a child's library. Children will be able to experience an assortment of books. This may be done by letting children explore the text, respond to it, re-create the story, find his own mistakes, correct them, and read on.

Ferreiro (1978, pp. 26-27) states why oral language may not be directly applied to the process of writing, but anything we know about how a child may learn to speak will certainly be relevant. Ferreiro establishes the fact that children's linguistic competence would appear to be

necessary before the child may come to understand the nature of writing. In other words, it seems plausible that the child who understands writing gives a certain amount of reflection to the idea of spoken language, a certain "metalinguistic awareness."

The literature reported shows the value of a carefully developed language program in preschool, kindergarten and first grade. Such a program will provide much practice in identifying and using patterns in both oral and written language over and over again so children can identify, generalize, and refine those patterns to develop skilled language and thought.

PATTERNS

The philosophy of Chukovsky (1971, p. 153) is that verses must be suitable for play and games--for instance rhymed folk tales and folk games. When a child uses verses with patterns, such as "Ring Around The Rosie;" that child's activity is simple and fun, plus the child is using motion and expression. Each verse is passed down from generation to generation, by word of mouth from all cultures in the world. By doing these verses a child is remembering and conversing which becomes a positive development in language. In doing this the child indicates that he is already quite

sure of the correct usage of the words he distorts for his amusement.

"Scaffold" is a term Bruner brought into usage in language study. It is used to describe the adult role with infants in games, such as peekaboo and picture book reading. Bruner (October 1978, p. 392), states,

> We are here restricting ourselves to social-exchange games, for these are ones in which an adult tutor can enter into the situation and provide a 'scaffold' for the child's activities as well as a model of relevant linguistic rules.

"Scaffold" implies a framework of language patterns within which the child can use language, varying words to fit into the patterns--thus learning to use vocabulary in the grammatical structure. Early games as peek-a-boo, hide-and-seek, build-and-bash are games which permit adult and baby to participate together, while the adult uses language and baby listens. Later the child will participate while the adult listens. These early games might be expected to give the language-acquiring child assistance in mastering forms of his native language.

Bruner's description of scaffolding becomes an important aspect in language development for the infant. As the infant scaffolds, the infant is participating in some sort of oral language.

Later on, children use scaffolding activity games by themselves. Activities used for language need to provide

for--scaffolding--the identification and use of repetitive patterns where teacher and child use same patterns of words with systematic changes.

ACTIVITIES

Dauer and Pangrazi (1975, p. 251) give suggestions on how important jump rope can be for the child; it provides for good physical activity, teaches children to learn rhymes, and establishes good peer group relationships. Jump rope activities do more than teach children what Dauer and Pangrazi express. Children are communicating with peers by using oral language in such games and often learn rules by using the pattern of the words and changing (substituting) words and phrases. (This natural use of scaffolding occurs in children's games all over the world.)

Hildebrand's (1971, pp. 171-172) thoughts are that when children have been personally involved in activities, children automatically talk more easily. Hildebrand's thoughts are that talk becomes easier when a child has the opportunity to use language activities which substantiates the views of Tough, Vygotsky, Luria, and Moskowitz. To be able to verbalize helps children remember. One way to do this is to send home materials or activities that will encourage the child to speak. This gives the child something to talk about with parents. Hildebrand feels that a

teacher has to have plans for which games and activities can be helpful for encouraging talking and listening. A show and tell session gives a child an interest in oral language and helps the child learn to listen to others. Other games, such as Simon Says or guessing games, can be useful. A box or bag with several objects for children to feel, describe and name invites conversation.

Carlson (1975, pp. 32-34) feels imaginative speech is important to young children. Children seem to enjoy telling riddles; and once they learn the pattern of riddles, the children enjoy creating their own. This gives the child a chance to use scaffolding with different patterns. Role-playing "talking animals" can be helpful not just for the primary grade child but also for the preschooler. A child can make a paper bag puppet or stick puppet of an animal and pretend to be that animal, creating original conversation.

The use of games and activities become an important part of the classroom. To the child these activities are fun. To the teacher these activities are basic to enhancing oral language through pattern development.

Read (1971, p. 228) feels there will be more language expressed in groups where children can participate freely in many activities. Read feels that almost any satisfying experience may find expression in language.

Using games and activities often help a child use language as a means of self-expression as well as for communication. But to "participate freely in many activities" means doing more than simply following directions, it means extending or changing the activity in some way. This extension is basic to language development as children define new patterns to try.

Children do not create in a vacuum, nor do they talk without experiences. Many concrete experiences help create communication: field trips around the school yard, to the zoo, and fire station, give children insights to human activity and provide excitement to stimulate language. Many vicarious experiences help create communication: discussions about vacations (teacher to children or child to peers), weekend experiences, and holiday experiences. The use of filmstrips, film, tape recorders and records broadens their horizons. Sharing books, hearing stories and poetry help develop awareness and sensitivity. Possien's (1969, pp. 41-42) feelings about children and oral language activities is that they do not just happen in the classroom. Teachers must systematically plan and use activities to enhance oral language development.

Although Possien's book lists many activities for older children, many could be adopted for the preschool

child. Many preschool children like filmstrips, using tape recorders and going on field trips.

RESPONSIBILITY OF A DAY CARE CENTER

A study by Cazden (1972, p. 83) at the Bridgend Technical College in Wales showed how play corners can stimulate play and therefore language. The play corners were made for children who rangedin age from three to five. The corners were constructed and equipped very realistically: post office, cafe, gas station, hospital, hairdresser, sweet shop, fish and chip shop, and a ranch and Indian tepee.

Bernstein (1969, p. 55) eavesdropped on conversation in a play house to study language of five-to-seven-year old children. Bernstein heard children talking; but he concluded that language in a play house consists mainly of highly routinized, well rehearsed bits of previously learned responses, or a type of response, which may do little to extend language development.

Cazden points out that the play corner stimulated play and language but only with the help of the teacher. The teacher actively had to promote play through provision of materials and his participation as well. The teacher could not just note that the children were occupied and then ignore them. Part of the success was to listen to the children in everyday oral language and to participate

(intervene) in that language to raise or extend its level of usage.

Cazden felt that the nursery school teacher often has so many other demands on her time that it is hard to extend oral language. Unfortunately Cazden is correct. The play corner may be utilized by preschoolers, but the teacher may not have the time to promote oral language. A play corner can be very important activity in oral language development, but it is essential for the teacher to be an active part of the experience.

The Rosens (1973, pp. 45-46) feel that talk between a teacher and child is essential to develop language. Activities from experiences that a teacher and child shared will promote language in a natural and easy flowing way. The teacher's ability to contribute anecdotes, memories, stories of her own relates to promoting responses from the children. The teacher has to do this without dominating the conversation or using the children as a captive audience.

OBSERVATION OF CHILD

Tough (1976, pp. 117-118) suggests that a teacher has to build a full picture of the way in which the child is able to use language. The teacher who listens to the child in a variety of situations will become better able to help the child. What may stimulate one child to talk may not be

of much interest to another child. The teacher's attention must be focused to observe a child's language. When it is useful, impressions are likely to be gained. Talking with the child during different activities will build not only a view of his use of language but also give a view of his thinking and feeling. It is easier when a teacher can make an appraisal of a child using language without interruption. The way this may be done is to have children engage in worthwhile activities without continually needing assistance. The teacher's own awareness of the moment when an approach is likely to be welcomed, may lead to an exchange of ideas.

Tough (1973, pp. 60-61) states that a child who is not able to speak clearly enough to be understood by the listener may have a problem. The teacher will judge from the knowledge about the child what difficulty the child may have. By understanding the scope of the problem, the teacher will know what has to be done to help the child overcome the problem. Usually, the problem is minor and will not hinder communication. By using games and activities to promote oral language, the child is helped in an informal spontaneous way and in a manner which is fun.

CHILDREN WITH LIMITED OR DIFFERENT SPEECH PATTERNS

The speech-impaired child needs help from his teacher to help overcome his problem. Schwartz (1979, p. 76)

points out that a teacher may help the child if the teacher has added training in language arts, music, and the use of instructional media. One other important factor is that the teacher must speak clearly and correctly.

Helping a child who has a language handicap is similar to helping the speech-impaired child, as with both added training is important. The teacher has one other important function: to provide for positive and constructive interactions among parents and the community.

A teacher becomes an important element with children who may have to overcome a language problem. Added training and using oral language, such as games and activities, may help the child with his language problem. This does not mean to force a child to participate in an activity, such as a show and tell session--but does mean to provide a child an opportunity to use language in games and activities in a natural and comfortable environment and encourage him to do so.

The Hughes program (1976, pp. 101-104) is a program to stimulate oral language in a natural manner. This program was designed by Dr. Maria Hughes in Tucson, Arizona, for use with young children.

In initiating the program, researchers noted that many children, especially limited-English-speaking (LES) children infrequently used oral language. The teacher did

most of the talking while individual children rarely uttered a sentence.

To stimulate language, children in the Hughes program engaged in various activities including trips, cooking, observation of animals, and physical science experiments. A child's remarks were recorded with all errors and deficiencies included. When the tape was played, the teacher, in conversation directed toward the child, helped to serve as a model to the next higher level of language sophistication; she asked questions and praised the child on his accomplishments. The purpose was to give the child a language lift.

This kind of language mediation was used in all aspects of the curriculum. Often the classrooms were full of "talking murals," with pictures and accompanying comments.

The Hughes program proved to be a valuable way to help limited-English-speaking children learn to use oral language well. The Hughes program was a pleasant and refreshing way to have children utilize oral language in contrast to the old approach where the child listens to the teacher and copies model sentences.

SUMMARY

The main reason to promote games and activities in a preschool program is to give children an environment

where oral language is implemented in all aspects of the daily curriculum. Fox emphasizes the use of many activities in which to promote oral language. Tough clarifies how children use functions of language and how each function has categories for the uses of language. Vygotsky, Luria, and Moskowitz clearly point out that language and thought combine to show the importance of the development of language with the process of thought. Reading and writing are developed from the process of oral language. Butler, Clay, Yardley, and Ferreiro exemplify how reading and writing can be part of a preschool program.

Patterns and scaffolding become important in a child's usage of oral language. Chukvosky points out the importance of verses; while Bruner suggests how infant and mother scaffold, and later on how a child may use scaffolding in games. Games and activities help children listen, become involved, be expressive, share experiences, and implement new language structures. Games are exciting and fun ways to promote oral language development. Educators have to become responsible for understanding how children use oral language. To be able to help their students learn and use oral language, teachers have to be observant, use language correctly, and appraise their students' language. A child may have some sort of problem with speech and the teacher may need extra time to help that child with oral

language. A program such as that of Hughes can be implemented into a curriculum, especially if the children speak dialects or are limited English-speaking.

These words summarize the need for oral language:

> Bright is the ring of words
> When the right man rings them,
> Fair the fall of songs
> Where the singer sings them.
> Still they are carolled and said--
> On wings they are carried
> After the singer is dead
> And the maker buried. (Smith, 1970, p. 97)

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APPENDICES

APPENDIX A

CHART

APPENDIX A

The Development of Meaning

A framework for the classification of the uses of language

Function	Uses of language	Strategies
A. The directive function	1. Self-directing	a. monitoring actions b. focusing control c. forward planning
	2. Other-directing	a. demonstrating b. instructing c. forward planning d. anticipating collaborative action (self and other)
B. The interpretive function	1. Reporting on present and past experiences	a. labeling analytical strategies including: b. elaboration of detail c. association and comparison d. recognising incongruity e. awareness of sequence

(Continued)

Function	Uses of language	Strategies
		f. recognition of associated actions or events
		g. absence of conditions
		h. recognition of a central meaning
		i. reflecting on the meaning of experiences
	2. Reasoning	a. recognising dependent and causal relationships
		b. the recognition of a principle or determining conditions
C. The projective function	1. Predicting	a. forecasting events
		b. anticipating consequences
		c. surveying possible alternatives
		d. forecasting related possibilities
		e. recognition of problems and predicting solutions
	2. Empathetic	a. projecting into experiences of others

(Continued)

Function	Uses of language	Strategies
		b. projecting into other people's feelings
		c. anticipating reactions of others
	3. Imaginating	a. renaming
		b. commentary on imagined context
		c. building scene through language
		d. language of role (strategies of the directive and interpretive functions will be used within imagined contexts)
D. The relational function	1. Self-maintaining	a. referring to needs
		b. protection of self-interest
		c. justification
		d. criticism
		e. threats
	2. Interactional	a. self-emphasising strategies
		b. other-recognising strategies

Source: Joan Tough, The Development of Meaning (New York: George Allen and Unwin Publishers, 1977.

APPENDIX B

EXAMPLES

NOTE: Pages 61-68 of the original document contained copyrighted material, and therefore are not available. This material has been removed from the document and can be found in:

Tough, Joan, 1977. The Development of Meaning. New York: George Allen and Unwin Publishers.

APPENDIX C

GAMES AND ACTIVITIES

Appendix
#A-1-a

Tough Type: Directive function
Tough Sub-category: Self-directing
Code: A-1-a

Title: Finger Plays
Ages: 4's
Participants: 6 children
Equipment: None
Time: 10 minutes
Relation to Tough: Each child had the opportunity to monitor his actions. This was accomplished when the child directed himself by following directions.

Directions: Finger plays are especially suited for the younger children, and very often they are repeated in unison as a type of choral speaking. Finger plays are short poems accompanied by the children with finger motions; thus they are also a type of dramatization. Have each child sit on the rug and prepare himself for directions. Say the poem, then have children repeat.

Frogs

Five little frogs standing in a row.
(Hold up five fingers.)
This little frog stubbed his toe;
(Point to each finger in turn.)
This little frog cried, "Oh no!"
This little frog cried and was sad;
This little frog did what he should--
He ran for the doctor as fast as he could.

Five Little Squirrels

Five little squirrels sitting on a tree.
(Hold up hand.)
This one says, "What do I see?"
(Point to thumb.)
This one says, "I small a gun."
This one says, "Oooh, let's run."
This one says, "I'm not afraid."
This one says, "Let's hide in the shade."
Then bang went the gun
(Clap hands.)
And away they all ran.

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The Beehive

Here is the beehive
(Close fist, thumb inside.)
But where are the bees?
Hidden away where nobody sees.
Soon they'll come creeping out of their hive.
One, two, three, four, five.
(Show each finger as you say number.)
Bzzzzzzz, Bzzzzzzz.

Here Is a Ball

Here is a ball
(Make ball with fingers.)
And here is a ball
(Larger circle with both hands.)
And a great big ball I see.
(Use both arms).
Now let's count the balls. Are you ready?
One, two, three!
(Make each circle as counted.)

Open, Shut Them

Open, shut them,
Open, shut them.
Give a great big clap!
Open, shut them,
Open, shut them,
Lay them in your lap!
Creep them, creep them
Creep them, creep them
Right up to your chin.
Open wide your little mouth,
But do not let them in!

My Hands

My hands upon my head I place,
Upon my shoulder, on my face,
On my knees and at my side,
And then behind me they will hide.
Then I can raise them way up high,
And let my fingers fly, fly, fly.
Then clap, clap, clap,
And one, two, three;
And see how quiet they can be.

Ten Little Fingers

Ten little fingers,
And they all belong to me.
I can make them do things.
Would you like to see?
I can shut them up tight
Or open them wide.
I can put them together
Or make them all hide.
I can make them jump high
I can make them jump low,
I can fold them quietly
And hold them just so.

Where Is Thumbkin?

Where is Thumbkin? Where is Thumbkin?
Here I am. Here I am.
(Show one thumb and then the other.)
How are you this morning?
Very well, I thank you.
Run away, Run away.
(Put behind back.)

Where is Pointer? Where is Pointer?
Here I am. Here I am.
(Show one index finger and then the other.)
How are you this morning?
Very well, I thank you.
Run away. Run away.
(Put behind back.)
(Continue with Tall Man, Ring Man, Pinky,
and finally, All the men.)

Eye Winker

Where is Eye Winker
  (Point to eyes.)
Tom Tinker
  (Point to ears.)
Nose Smeller
  (Point to nose.)
Mouth Eater
  (Point to mouth.)
Chin Chopper
  (Point to chin.)
Chin Chopper, Chin Chopper
Chin Chopper, Chin!

Bedtime

This little fellow is ready for bed,
  (Show index finger.)
Down on the pillow he lays his head;
  (Lay finger in palm of other hand.)
He wraps himself in the covers tight,
  (Close fingers over finger in palm.)
And this is the way he sleeps all night.
  (Rest head on extended hands and pretend to sleep.)
Morning comes, and he opens his eyes,
Back with a toss the cover flies.
  (Open fingers from around index finger.)
Up he humps and dresses this way.
  (Show how he dresses.)
Ready for work and ready for play.

Five Little Monkeys

Five little monkeys jumping on the bed.
One fell off and broke his head!
Mama called the doctor, and the doctor said,
"No more monkeys jumping on the bed."
  (Continue with four little monkeys, three little monkeys, etc., until:)
No little monkeys jumping on the bed,
They all jumped off and broke their heads!

The Apple Tree

Way up high in the apple tree
Two little apples smiled down at me.
I shook that tree as hard as I could,
And down came the apples;
Mmmmm, they were good!

Jack-in-the-Box

Jack-in-the-box, all shut up tight,
(Close fist with thumb inside and cover with palm of other hand, or curl up body on floor with arms around head.)
Not a breath of air or a bit of light,
How tired he must be, all folded up.
Let's open the lid.
And up he'll jump.

The House

This is the roof of the house so good.
These are the walls that are made of wood.
These are the windows that let in the light.
This is the door that shuts so tight.
This is the chimney so straight and tall.
What a good house for us, one and all!

Who Feels Happy?

Who feels happy, who feels gay?
All who do, snap your fingers this way.

Who feels happy, who feels gay?
All who do, stamp your feet this way.
(Continue finger play, with children making suggestions for actions.)

I Have Two Eyes to See With

I have two eyes to see with,
I have two feet to run.
I have two hands to feel with,
And a nose, I have but one.
I have two ears to hear with,
And a tongue to say good-day.
And two red cheeks for you to kiss.
Soon I'll run away.

Appendix
#A-1-a

Tough Type: Directive function
Tough Sub-category: Self-directing
Code: A-1-a

Title: Puppets
Ages: 3-5
Participants: 1-20
Equipment: Puppets
Time: 5-15 minutes
Relation to Tough: A child may direct himself, while he is monitoring his actions to another child.

Directions: D-1-a

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Appendix
#A-1-b

Tough Type: Directive function
Tough Sub-category: Self-directing
Code: A-1-b

Title: Show and Tell
Ages: 3-5
Participants: 1 to 15 children
Equipment: What children bring from home
Time: 15 minutes
Relation to Tough: Each child is self-directing his/her talk, while focusing control on the event or what was brought from home.

Directions: Show-and-Tell, or sharing time, is enjoyable if it is not presented too often. Children may bring something from home on a particular day and tell about it or children may tell about their weekend.

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Appendix
#A-1-b

Tough Type: Directive function
Tough Sub-category: Self-directing
Code: A-1-b

Title: Show-and-Tell Walk
Ages: 5's
Participants: 1 to 30 children
Equipment: None
Time: 20 minutes
Relation to Tough: By collecting an object each child will have the opportunity in self-directing themselves in front of the class and tell about the object which is focusing control.

Directions: Each child collects an object of interest to the other children. Back in class, the child will show-and-tell to the other children in class.

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Appendix
#A-1-c

Tough Type: Directive function
Tough Sub-category: Self-directing
Code: A-1-c

Title: Simple question
Ages: 5's
Participants: 1-30 children
Equipment: Ball or beanbag
Time: 15 minutes
Relation to Tough: Each child has to self-direct his/her talk to a group of children and by doing this the child is forward planning his talk.

Directions: Answer games can be played in which the children sit in a circle while questions are asked. Then a ball or beanbag is thrown to a child, who answers the question in a complete sentence. This same child asks another question in complete sentence form, and the beanbag or ball is tossed to another child for answering.

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Appendix
#A-1-c

Tough Type: Directive function
Tough Sub-category: Self-directing
Code: A-1-c

Title: What's My Name
Ages: 5's
Participants: 1-20
Equipment: Name tag and book
Time: 15 minutes
Relation to Tough: A child may direct himself while he is listening to the story that he may portray the main character in the story; and by doing this he is forward planning.

Directions: Make a name tag for yourself (teacher) with the name of the most important character in a story that has been read by you. Tell us what happened to you. What did you find out as a result of your experience in the story? Read another story and have a child wear a name tag, and let the child identify with the story in the same way that you did previously.

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Appendix
#A-1-c

Tough Type: Directive function
Tough Sub-category: Self-directing
Code: A-1-c

Title: Listening
Ages: 3's and 4's
Participants: 20 children
Equipment: Record player, records
Time: 10 minutes
Relation to Tough: Listening helped children in being able to think and forward plan on what directions were given to them.

Directions: Listening can be encouraged through games that induce the child to listen to instructions that are given. Have your students sit on a rug and prepare them to listen. Give a group of children or one child directions so they or he may follow. Examples of such listening activities are: "Put your finger in the air," and "Simon Says."

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Appendix
#A-2-a

Tough Type: Directive function
Tough Sub-category: Other-directing
Code: A-2-a

Title: Finger plays
Ages: 4's
Participants: 6 children
Equipment: None
Time: 10 minutes
Relation to Tough: A child had the opportunity to direct the other children in using the finger play Eensy, Weensy Spider. In doing this the child directed the other children in the group.

Directions: Have one of your students stand in front of the class to lead the other children in the finger play, Eensy, Weensy Spider. The adults in the room may follow along to help guide the child. Pick a child who may feel comfortable in front of his peers. Be sure to do poem for the children before picking a child to lead his peers.

Eensy, Weensy Spider

Eensy, weensy spider
(Let opposite thumbs and index fingers climb up each other.)
Climbed up the water spout.
Down came the rain.
And washed the spider out.
Out came the sun
And dried up all the rain.
So, eensy, weensy spider
Climbed up the spout again.

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Appendix
#A-2-a

Tough Type: Directive function
Tough Sub-category: Other-directing
Code: A-2-a

Title: Using telephones
Ages: 3's and 4's
Participants: 20 children
Equipment: Two telephones
Time: 10 minutes
Relation to Tough: Children that use telephones can instruct each other in conversation and direct self and others in demonstrating the use of oral language and thought.

Directions: If you have two play telephones or pretend, and have two children at a time hold a conversation in front of the class. This will encourage conversation and listening between two children through the use of two telephones. The adult in the room may have to start the subject that the children may use in their conversation.

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Appendix
#A-2-a

Tough Type: Directive function
Tough Sub-category: Other-directing
Code: A-2-a

Title: Cooking projects
Ages 3-5
Participants: 1-10 children
Equipment: What is needed to make project
Time: 15 minutes
Relation to Tough: Cooking these recipes helps children use oral language, and also is a good way to demonstrate an activity which helps in math readiness.

Directions: A-B-C-D

A. Fruit Salad

Goal: Practice in the use of "This is a ____." That is a _____." "We are making _____."

Ingredients	Utensils
6 apples (cored)	scoop for making melon balls
6 oranges (peeled)	2 graters for grating the apples
6 bananas	6 knives for slicing bananas
1 lb. grapes	6 wooden cooking boards
a bag of almonds	6 salad bowls
small can of pineapple spears	
jar of maraschino cherries	
2 pomegranates	
1 melon	
lettuce	

Method: On the day before the cooking class the teacher should: 1) Crack all the nuts well so that the children can have the fun of extracting the nuts but do not have to sit around waiting endlessly for a turn. This might be done at juice time the day before. 2) Core the apples and peel the oranges. 3) With one or two children wash and drain the lettuce leaves. 4) Wash the grapes and then distribute the ingredients equally at the children's places around the table. 5) Prepare the melon.

(Continued)

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A. (Continued)

During the actual class the children would: scoop the melon, cut the bananas, make an attractive design out of the fruits and nuts, cut or grate the apples, section the oranges, and watch the teacher cut open the pomegranate and then use the seeds for decoration. The teacher should ask "What is this?" for all the ingredients and utensils separately so that the children have an opportunity to practice the given language goal. Once they have mastered "This is a _____" and "That is a _____" the this and that can be replaced by their plural forms these and those.

B. Salad

Goal: Same as in previous exercises

Ingredients	Utensils
4 heads of prepared lettuce	10 table knives
10 hard boiled eggs	1 large bowl
10 tomatoes, as firm as possible	1 roll of Saran wrap
10 sprigs fresh basil or some dried herbs	

Method: Have the ten children review all the ingredients and utensils saying, "This is a _____, That is a _____, These are _____, and Those are _____," before they begin to make their own individual salads. One child can play the role of the teacher and ask "What is this?" When the children are familiar with all the words and have a command of the sentences they should: tear the lettuce, cut the tomatoes, peel and cut the eggs, and cover their salads with saran wrap. The teacher concludes the class by writing a note, "This is our salad." The children can then take their salads to the school kitchen or dining room to eat it.

C. Strawberry Shortcake

Goal: Same as in previous exercises

Ingredients	Utensils
fresh or frozen strawberries	a strainer
ready made cakes in a box	a sieve
canned whipped cream	tablespoons
	knives

Method: Before making the cake all the ingredients and utensils should be reviewed using the correct language patterns. The children then question one another while they wash and cull the fruit before arranging it attractively on the cakes and decorating them with puffs of whipped cream.

D. French Toast

Goal: Same as in previous exercise

Ingredients	Utensils
1 qt. milk	1 large bowl
6 eggs	4 plates, salad size
1 stick oleomargine	12 teaspoons
2 loaves of bread	12 knives
salt	1 spatula
maple syrup	1 rotary beater

Method: Collect the ingredients and utensils attractively on a tray. Just as in the previous exercise, the teacher should ask "What is this?" for all the ingredients and utensils. As the children carry out various tasks, these questions are repeated with the addition of "What are we making?" The recipe serves twelve children but only four children should participate in the actual cooking activities. They should: break the eggs, use the rotary beater, and dip the break into the mixture. After the teacher shows them how to cook the toast, each of the four children can take a turn, then butter his own toast and serve himself a measured amount of maple syrup.

Appendix
#A-2-b

Tough Type: Directive function
Tough Sub-category: Other-directing
Code: A-2-b

Title: Listening
Ages 3-5
Participants: 1-20
Equipment: None
Time: 10 minutes
Relation to Tough: Instructing children to listen by using these two games helps a child use language in directing himself or others to listen and follow directions.

Directions: From A-1-c.

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Appendix
#A-2-b

Tough Type: Directive function
Tough Sub-category: Other-directing
Code: A-2-b

Title: Butterflies
Ages: 4's and 5's
Participants: 1-10 children
Equipment: Books, records and pictures
Time: 10 minutes
Relation to Tough: Discussion on butterflies with the aid of records, books and pictures instructs a child in learning about the insect.

Directions:

Things to Talk About

How butterflies differ from children.
Who is the caterpillar's mother?
What do caterpillars eat? How do they move?
What do butterflies eat? How do they move?
Where do butterflies go when it is cold? Where do they go when it rains?
Where do butterflies sleep?
Who eats caterpillars and butterflies?
Caterpillars chew, butterflies suck through a mouth that is like a straw.
Did you know that butterflies taste with their feet?

Record, Books, Pictures

1. Record

   Creepy, Crawly, Caterpillar

2. Books, any you can find

   The How and Why Wonder Book of Butterflies and Moths, Dr. Paul E. Blackwood, Wonder Books, New York (Luckys)

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A Moth is Born, Herbert B. Welker, Rand McNally Col., Chicago (Woolworths)

Butterfly! A Story of Magic, Eileen Daly, A Whitman Book (Longs)

3. Pictures, any you have. Also use pictures to compare a butterfly to a moth, bee, fly, ladybug, etc.

Appendix
#A-2-b

Tough Type: Directive function
Tough Sub-category: Other-directing
Code: A-2-b

Title: Song about a snail
Ages: 4's and 5's
Participants: 1-20 children
Equipment: None
Time: 5 minutes
Relation to Tough: Learning the song and singing instructs a child in learning how to use language with new vocabulary words.

Directions:

Song Lyrics - Mona Ramet and Lanaya Deily

A snail has a pretty round shell, pretty round shell, pretty round shell
A snail has two tentacles, two tentacles, two tentacles
A snail eats both grass and leaves, grass and leaves, grass and leaves
As he moves, he carries his house, carries his house, carries his house
A snail leaves a silvery trail, silvery trail, silvery trail
And that is why I like snails, I like snails, I like snails

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Appendix
#A-2-c

Tough Type: Directive function
Tough Sub-category: Other-directing
Code: A-2-c

Title: Add-on story
Ages: 4's and 5's
Participants: 7 children
Equipment: None
Time: 10 minutes
Relation to Tough: Each child has the opportunity to think about how he/she is going to add on to a story. In doing this each child forward planned his/her actions.

Directions: Start a story about a subject that may be of interest to your students. Have one child continue to tell the story you started. Have another child continue where the other child left off, and add on until each child had the opportunity to add on to the story. After each child had a turn, you may finish the story--or have a child finish the story.

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Appendix
#A-2-d

Tough Type: Directive function
Tough Sub-category: Other-directing
Code: A-2-d

Title: Dramatic play
Ages: 3-5
Participants: 3-4 children
Equipment: Different equipment, depending on what type of dramatic play
Time: 15 minutes
Relation to Tough: Children in a play corner have the opportunity to direct self or other in a free activity time.

Directions:

Dramatic Play

There are many types of dramatic play activities, and each offers opportunity for children to talk and listen, thus developing the language arts. They offer opportunity for socialization, release of feelings and attitudes, and creative thinking and problem solving.

One type of dramatic play activity, very often referred to as free dramatic play, is set up during free play for children choosing to participate. An area of the room is set up with desired materials. The children need not be told what to do, since the materials will suggest possibilities to them. Their own experiences and imaginations will be all that are needed. Dramatic play is especially enjoyed by 3- to 6-year-olds because they like pretending. It is very easy for them to become a police officer, farmer, mother, father, beautician, or whatever role the materials suggest. It is suggested that an area of the room be set up for dramatic play, but that this area be changed often to suggest other kinds of dramatic play.

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Appendix
#B-1-b

Tough Type: Interpretive function
Tough Sub-category: Reporting on present and past experiences
Code: B-1-b

Title: "Fish out a sound"
Ages: 5
Participants: 1-5 children
Equipment: Magnet, magazine pictures, paper clips, and a paper bag
Time: 10 minutes
Relation to Tough: A child will have the opportunity to learn beginning sounds and give details of how the picture has a beginning sound.

Directions: Attach a magnet to a string; attach paper clips onto an assortment of magazine picutres; and have a child "fish out," name and tell beginning sound of what he "catches."

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Appendix
#B-1-c

Tough Type: Interpretive function
Tough Sub-category: Reporting on present and past experiences
Code: B-1-c

Title: Colors
Ages: 4's
Participants: 6 children
Equipment: None
Time: 20 minutes
Relation to Tough: A child on a walk will play a game using colors, and in doing this the child will associate a color within the experience of reporting on the present.

Directions: Explain before the walk, how to play the game. First the adult will show the colors red, green, blue, yellow, and so on; secondly the adult will show an object such as this lego is red. Then you will be able to give directions. At the beginning of the walk say, "I see a red barn or whatever. Do you see anything Red?" The child must find a red object and name it. Then he gets a turn: "I see a green leaf. Do you see anything green?" Let all the children continue taking turns.

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Appendix
#B-1-c

Tough Type: Interpretive function
Tough Sub-category: Reporting on present and past experience
Code: B-1-c

Title: Sizes
Ages: 4-6
Participants: 1-20 children
Equipment: None
Time: 15 minutes
Relation to Tough: Children are able to compare and associate sizes while taking a walk. This helps each child report while experiencing different sizes from concrete materials.

Directions:

Sizes

Words to use: Small, smaller, smallest; large, larger, largest; big, bigger, biggest; tiny, little; tall, short; same, different.

At the beginning of the walk say, "That is a BIG building. Can you find a BIGGER building?" OR "That is a SMALL stone. Can you find a SMALLER stone?" Let all the children continue to take turns answering this kind of question.

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Appendix
#B-1-c

Tough Type: Interpretive function
Tough Sub-category: Reporting on present and past experience
Code: B-1-c

Title: Touching
Ages: 4-5
Participants: 1-20 children
Equipment: None
Time: 15-20 minutes
Relation to Tough: Children are able to compare and associate by feeling concrete objects on a walk.

Directions:

Touching

Words to use: Rough, smooth, bumpy, soft, hard, sharp, cold, warm, wet, dry, same, different.

1. At the beginning of the walk ask the child, "How do things feel?" Say, "Let's feel this building," OR "Let's feel the bark of this tree."

2. For the child who does not know the word ROUGH, say to him while he feels the tree, "This tree bark feels ROUGH. Let's see if we can find something else that feels ROUGH."

3. For the child who knows the word ROUGH, say, "Can you find something that feels DIFFERENT than this ROUGH tree?" (Example: a smooth leaf) OR "Can you find something that feels the SAME as this ROUGH tree?"

4. As you continue your walk, find new objects to touch, and name their textures.

Note: For very young children, begin with two simple words such as ROUGH and SMOOTH, SOFT and HARD, or WET and DRY. Use these words throughout the walk. New words can be added in future walks.

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Appendix
#B-1-e

Tough Type: Interpretive function
Tough Sub-category: Reporting on present and past experiences
Code: B-1-e

Title: Counting
Ages: 3-5
Participants: 1-20 children
Equipment: None
Time: 15 minutes
Relation to Tough: Children are able to count by using their environment. Each child is using a sequence by doing this activity.

Directions:

Counting

Words to use: One, two, three, four, and so on.

two street-lights

three street-lights

1. Say, "How many red things can you count?" OR "How many trees can you count?" As you walk, the children keep count of how many trees, stores, or other things they see.

2. Another way to play is to say, "Can you find THREE garbage cans?" OR "Can you find FIVE red leaves?" The child must find the right number of objects. With several children playing at once, the object is to find the right number first.

Note: Be sure that the things to find are at a reasonably close distance and visible to the child.

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Appendix
#B-1-h

Tough Type: Interpretive function
Tough Sub-category: Reporting on present and past experiences
Code: B-1-h

Title: Dramatizations
Ages: 3-5
Participants: 1-10 children
Equipment: None
Time: 15 minutes
Relation to Tough: Children are using a central meaning or theme to act out an event, story, poem, etc.

Directions: Dramatizations are more formal than dramatic play. They are planned by the teacher but acted and played out by the children. Following suggestions: stories, poems, situations, events, plays and role playing. Example: act out "The Three Billy Goats Gruff."

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Appendix
#B-1-h

Tough Type: Interpretive function
Tough Sub-category: Reporting on present and past experiences
Code: B-1-h

Title: Naming
Ages: 3-4
Participants: 1-10 children
Equipment: None
Time: 15 minutes
Relation to Tough: Children have the opportunity to recognize and name objects from their environment.

Directions:

Naming

Words to use: House, barn, tree, building, store, bark, leaf, plant, corner, streetlight, rock, and the like.

At the beginning of the walk say, "Let's see how many things we can name. I see a TREE. What do you see?" Let all the children take turns naming things.

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Appendix
#B-1-i

Tough Type: Interpretive function
Tough Sub-category: Reporting on present and past experience
Code: B-1-i

Title: City sight
Ages: 3-5
Participants: 1-20 children
Equipment: None
Time: 10 to 20 minutes
Relation to Tough: Children are able to have an experience about their community. This helps each child reflect and report about their community.

Directions: Take in a city sight. On various walks through the neighborhood, the children can note the different kinds of stores in the community and talk about how they serve the neighborhood.

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Appendix
#B-1-i

Tough Type: Interpretive function
Tough Sub-category: Reporting on present and past experiences
Code: B-1-i

Title: Share an experience
Ages: 4's and 5's
Participants: 7 children
Equipment: None
Time: 15 minutes
Relation to Tough: Each child thought about a past experience and reflected the meaning of that experience.

Directions: Ask your students to think of an experience and share with the group. For example, they might be asked to share the most embarrassing experience, the saddest experience, the funniest experience, the most frightening experience, or the most exciting experience they have ever had.

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Appendix
#B-1-i

Tough Type: Interpretive function
Tough Sub-category: Reporting on present and past experience
Code: B-1-i

Title: Share an experience
Ages: 3's
Participants: 4 children
Equipment: Paper, crayons
Time: 15 minutes
Relation to Tough: The children have an opportunity to color a picture about a past experience and reflect and discuss the picture to peers.

Directions: Have each child draw a picture about an experience from the past. The experience may have been embarrassing, sad, funny, frightening, or exciting. After all the children have completed their pictures, have the children sit on the rug and call one child at a time to come to the front of the class to discuss their picture.

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Appendix
#B-2-1

Tough Type: Interpretive function
Tough Subcategory: Reasoning
Code: B-2-1

Title: Drink Like a Butterfly
Ages: 4 and 5
Participants: 1-10 children
Equipment: paper cup, straw, cool aid
Time:
Relation to Tough: A child has the opportunity to recognize and relate to how a butterfly drinks liquids and a new verse to interpret the butterfly's actions.

Directions:

Drink Like a Butterfly

Make a flower out of a paper cup by cutting petals and bending them out. Fill cup half full with Kool Aid. Give each child a straw and recite the verse.

I am a butterfly,
Here is my mouth,
I stick it in the flower
And suck the nectar out.

(This activity should be done only after you have talked about the butterfly's mouth which is like a rolled-up straw. The butterfly uncoils his mouth and straightens it to drink.

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Appendix
#B-2-b

Tough Type: Interpretive function
Tough Sub-category: Reasoning
Code: B-2-b

Title: Letter tree
Ages: 5's
Participants: 1-10 children
Equipment: Construction paper, scissors, paste, pencil, crayons or magic markers
Time: 15 minutes
Relation to Tough: A child has the opportunity to reason and interpret the alphabet by making a letter tree.

Directions:

Letter Tree Interpretive

Preparation: Draw all the letters of the alphabet on colored construction paper and cut them out. The shapes should be large enough for easy pasting. Use either uppercase or lowercase letters.

Skills: Becoming familiar with letters.

Words to use: A, b, c, and so on.

Say, "Let's make a letter tree. First we'll draw the trunk and branches." Show the child how to do it.

Say, "Now that we have the trunk and branches, we can put the letters on." Spread the colored letters in front of the child. Show the child how to put paste on one side of the letter and place it on a branch of the tree. As you paste, talk about the letter. Mention its name. For example: "What letter would you like to paste on first? This one? That's the letter C. Where do you want to paste the letter C?" Let the child continue pasting letters on the tree until he is satisfied that it is full enough.

Note: This project can be hung on the wall, providing opportunities in the future to talk about the letters again.

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Appendix
#B-2-b

Tough Type: Interpretive function
Tough Sub-category: Reasoning
Code: B-2-b

Title: Finger play
Ages: 3's
Participants: 7 children
Equipment: None
Time: 5 minutes
Relation to Tough: Children in a group have the opportunity to learn a new finger play. Each child must think through the actions.

Directions: Finger plays are especially suited for the younger children, and very often they are repeated in unison as a type of oral speaking. Have children sit on a rug. The adult will say the finger play, while the children listen. Then have the children participate by slowly doing the finger play with their fingers and using the words. The third time the children should be able to do hand movements and the words to the finger play. If not, on another day you might want to repeat the finger play.

The Beehive

Here is a beehive
(Close fist, thumb inside.)
But where are the bees?
Hidden away where nobody sees.
Soon they'll come creeping out of their hive.
On, two, three, four, five.
(Show each finger as you say number.)
Bzzzzzz, Bzzzzzz.

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Appendix
#C-1-a

Tough Type: Projective function
Tough Sub-category: Predicting
Code: C-1-a

Title: Sack of objects
Ages: 4-5
Participants: 1-10 children
Equipment: Different objects, box
Time: 10 minutes
Relation to Tough: A child has the opportunity to forecast what he will do with an object once he is called on.

Directions: A sack of objects can be used for discussion in language development. The children discuss and listen to information about the objects and then directions will be given in complete sentences about what will be done with the objects. The teacher or a child might say, "Put the green block on top of Jenny's head," or "Put the box on the floor and hop over it three times."

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Appendix
#C-1-b

Tough Type: Projective
Tough Sub-category: Function
Code: C-1-b

Title: Puppets
Ages: 3-5
Participants: 1-10 children
Equipment: Puppets
Time: 10 minutes
Relation to Tough: A child may use a puppet to anticipate what might happen when given a question.

Directions: D-1-a

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Appendix
#C-1-c

Tough Type: Project function
Tough Sub-category: Predicting
Code: C-1-c

Title: Discussion of picture
Ages: 5
Participants: 1-10 children
Equipment: Pictures
Time: 10 minutes
Relation to Tough: A child has the opportunity to make up a story, and think of the alternatives in doing so with a picture.

Directions: Discussion of pictures may be done by arranging a few pictures in front of the children, and having them begin telling about the pictures. Encourage one child at a time to make a story from one of the pictures. Let each child have an opportunity to tell a story from a picture.

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Appendix
#C-1-d

Tough Type: Projective function
Tough Sub-category: Predicting
Code: C-1-d

Title: Role-playing
Ages: 3-5
Participants: 1-4 children
Equipment: Bag, old scarves, hats, shoes, and other clothing
Time: 15 minutes
Relation to Tough: A child has the opportunity to forecast how certain people or animals act out their jobs or themselves.

Directions:

Role-Playing

Skills: Listening, imitating, developing imagination.

Role-playing is an activity children love. You will find many children doing some of the activities listed below on their own initiative.

1. Pretending to be an animal: Most children think of this activity on their own after watching an animal. They will get down on hands and knees and growl or purr or bark. Encourage them by playing along with them. You might suggest new animals for them to imitate, or take them to a zoo to get some ideas.

2. Teacher-child role switch: It will be a great delight for a child to be the "teacher" while you play the "child." This is a good opportunity for you to hear how the child thinks a teacher does act or should act.

3. Being other people: Pretending to be a doctor, nurse, policeman, policewoman, cowhand, or astronaut is another favorite activity. A few props such as a cowhand's hat, old purse, or stick thermometer will add to the fun. But a child's imagination will go

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a long way without a doctor's kit or astronaut's uniform being necessary.

4. Dress-up: Bring in some old clothes, hats, and shoes for special dress-up times for the children. Let them put on a parade for other classes.

5. Acting out: Take a child's favorite story and act it out with him. If you have a record of the story, do it in pantomime while listening to it. Let several children take different parts.

Appendix
#C-1-e

Tough Type: Projective function
Tough Sub-category: Predicting
Code: C-1-e

Title: Rhyming Game
Ages: 5
Participants: 1-10 children
Equipment: None
Time: 10 minutes
Relation to Tough: Children have a chance to learn to rhyme words by playing a game, this gives the children problems in words and how to solve the problem with rhyming.

Directions:

Rhyming Game

Skills: Rhyming, vocabulary.

Words to use: Same, rhyme.

1. Say to the child, "Say, may, day, play--do these words sound the SAME? The word SAY RHYMES with DAY, PLAY, and MAY. This means the ends of the words sound the SAME. LOOK and BOOK both end with OOK. Can you think of a word that RHYMES with CAT?"

At first the child may have difficulty understanding the concept of rhyme. In the beginning it might be easier to offer him two choices: "What word sound like DO--EAT or TO?"

2. Once several children understand what a rhyme is, you can make a game out of it. The first player says a word. The second player says a word which rhymes with it. Each player must say a different word which rhymes with the first word. If a player cannot think of a rhyming word, the next player has his turn.

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Appendix
#C-2-a

Tough Type: Projective function
Tough Sub-category: Empathetic
Code: C-2-a

Title: Show and Tell
Ages: 3-5
Participants: 1-15 children
Equipment: What children bring from home
Time: 15 minutes
Relation to Tough: A child may project experiences of objects or events to his classmates.

Directions: A-1-b

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Appendix
#C-2-b

Tough Type: Projective function
Tough Sub-category: Empathetic
Code: C-2-b

Title: Film with no sound
Ages: 4 and 5
Participants: 1-15 children
Equipment: Film, filmstrip, projector
Time: 15 minutes
Relation to Tough: Children may see a film or filmstrip and tell their classmates what the feelings of the character were in the film or filmstrip.

Directions: View a film or filmstrip. Do not include the sound, instead have the children make up the story in their own words.

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Appendix
#C-2-c

Tough Type: Projective function
Tough Sub-category: Empathetic
Code: C-2-c

Title: Dramatic play
Ages: 3-5
Participants: 3-4 children
Equipment: Different equipment depending on what type of dramatic play
Time: 15 minutes
Relation to Tough: Children have the opportunity to act out to peers and have oral communication with peers in what dramatic act they may be acting out.

Directions: A-2-d

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Appendix
#C-3-a

Tough Type: Projective function
Tough Sub-category: Imaginating
Code: C-3-a

Title: Instruments and language
Ages: 3-5
Participants: 1-15 children
Equipment: Various instruments
Time: 10 minutes
Relation to Tough: A group of children may play instruments and a child may try to name the activity that another child may be doing with an instrument.

Directions:

1. The following taped dialogue shows the language program in action and the children's ability to respond correctly. Seven children participated and the materials used were: a tambourine, a telephone, a drum, and bells. One child sat apart from the semi-circle of children beating a drum tunefully.

Teacher: Is she shaking her head?
Group: No, she isn't.
(with teacher) No, she isn't.
No, she isn't.
Teacher: Is she beating a drum?
Group: Yes, she is.
(with teacher) Yes, she is.
Teacher: Now it's your turn, Velma.
Velma has _____?
Velma has the bells.
Oh, one, two, three, four,
I wonder what she's doing.
Linda: (Linda spontaneously burst into the song "Jingle Bells" and the group joined in.)
Teacher: Now, Annie, tell me. Is she clapping her hands?
Annie: No, she isn't.
No, she isn't.
Teacher: Now, it's Linda's turn.
(Linda played the tambourine and then it was Zachary's turn.)
Teacher: Is he clapping his hands?

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Velma: No, he isn't.
Annie: No, she isn't.
Linda: Not she, he, Annie.

Appendix
#C-3-b

Tough Type: Projective function
Tough Sub-category: Imaginating
Code: C-3-b

Title: Crepe clay
Ages: 3-5
Participants: 1-10 children
Equipment: Crepe paper, salt, flour, bowl
Time: 10 minutes
Relation to Tough: Children may do an art activity and use language by thinking how to make crepe clay and discuss crepe clay.

Directions: Crepe clay. Discuss how your students and yourself are going to make crepe clay.

Crepe Clay

1 fold of crepe paper--any color
1 tablespoon of salt mixed with:
1 cup flour

Cut the crepe paper into tiny pieces (confetti size). Place in a large bowl and add only enough water to cover the paper. Allow it to soak for 15 minutes, and pour off the excess water. Add enough of the flour-salt mixture to make a stiff dough. Knead well until it is blended with the crepe paper.

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Appendix
#C-3-c

Tough Type: Projective function
Tough Sub-category: Imaginating
Code: C-3-c

Title: Events in order
Ages: 4-5
Participants: 1-15 children
Equipment: book
Time: 10 minutes
Relation to Tough: A child discusses a book that was read to him/her by the teacher, giving the events in sequence.

Directions: Events in order--After a story that has been read to children and has had a definite sequence of events, have the children recall the events in the order they occurred.

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Appendix
#C-3-d

Tough Type: Projective function
Tough Sub-category: Imaginating
Code: C-3-d

Title: Touching game
Ages: 3-4
Participants: 1-5 children
Equipment: Various items with different textures, bowls (rice, salt, flour, beans, water or ice)
Time: 10 minutes
Relation to Tough: A child may feel different textures and use language to explain the textures.

Directions:

Touching Game

Preparation: Fill little bowls with the suggested items listed under Materials.

Skills: Observing, developing the sense of touch, vocabulary.

Words to use: Touch, soft, silky, smooth, rough, bumpy, cool, warm, icy, sticky, hard.

1. The child places his hand in the first bowl and feels what is inside. Say, "How does the flour in this bowl feel?" The child may answer that it feels "nice." Say, "Doesn't it feel SOFT and SMOOTH?"

2. After two or three different things are felt and described, ask the child to close his eyes. Place one of the three bowls in front of him. Say, "Let's play a touching guessing game. What does this feel like?" He may be able to remember, from the feel of it, what is in the bowl and be able to describe it. If he has trouble, give him some hints or let him open his eyes.

3. Let the child try the guessing game on you. Close your eyes and let him place a bowl under your hand for you to guess the contents.

(Continued)

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4. Gradually add more items to the game.

5. Let the children play the guessing game with each other.

Appendix
#D-1-a

Tough Type: Relational function
Tough Sub-category: Self-maintaining
Code: D-1-a

Title: Singing about your feelings
Ages: 4 and 5
Participants: 1-25 children
Equipment: None
Time: 10 minutes
Relation to Tough: Children may sing and refer to needs in the process by singing words of feelings.

Directions:

Singing About Your Feelings

Why: To be aware of happy and sad songs. To clap to rhythm.

What you need: No materials needed.

Talk about what you do: (Use your own language. This is an example.)

"Look at me. Do you think I'm happy or sad? (Give a big smile.) Yes, a big smile or grin tells you I'm happy. Can you show me you are happy?/Oh, that was a big smile."

"Do you think I'm happy when I do this? (Make a sad face.) No, I'm sad. What else do we do sometimes when we're sad?/Right. We cry."

"Do you think I'm happy or sad when I do this? (Bounce up and down and clap your hands.)/Yes, I'm very happy."

"Well, we're very happy today, aren't we?/So let's sing a happy song and show how happy we are. Listen to the song and clap your hands like this when I clap. Can you do that?/Very good!"

(Continued)

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(Fast tempo.) If you're happy and you know it,
Clap your hands. (Clap clap)
If you're happy and you know it,
Clap your hands. (Clap clap)
If you're happy and you know it,
Then your smile will surely show it. (Smile)
If you're happy and you know it,
Clap your hands. (Clap clap)

"That was very, very good! Let's see if we can sing a sad song now. Instead of clapping, we'll pretend we are crying. We'll say 'boo-hoo.' Can you say 'boo-hoo'?/Oh, that's sad. Ready for a sad song?"

(Slow tempo.) If you're sad and you know it,
Shed a tear. ("Boo-hoo")
If you're sad and you know it,
Shed a tear. ("Boo-hoo")
If you're sad and you know it, (Look sad)
Then your face will surely show it.
If you're sad and you know it,
Shed a tear. ("Boo-hoo")

"Which song do you like best?Let's sing that one again."

Helpful hints: If you do not know and cannot locate the song "If You're Happy And You Know It," make up your own tune or chant for the words.

To get across feelings of happiness and sadness, sing the first version with gusto, a relatively fast tempo, and obvious enjoyment. When you sing the second version, slow down the tempo somewhat and use facial expressions of sadness.

Things to do another time: Use different versions of the song: happy verses:

Pull your ear (Tug tug)
Pat your tummy (Pat pat)
Toot your horn (Toot toot)

sad versions:

Slap your wrist (Slap slap)
Hide your eyes (Cover eyes with both hands)

Appendix
#D-1-b

Tough Type: Relational function
Tough Sub-category: Self-maintaining
Code: D-1-b

Title: A song to learn names
Ages: 5
Participants: 1-25 children
Equipment: None
Time: 10 minutes
Relation to Tough: Children may hear a song about their names with self interest.

Directions:

A Song to Learn Names

Why: To identify name of child. To identify names of other children.

Talk about what you do: (Use your own language. This is an example.)

"I've got a surprise for you. What's your name?/ Okay, Jennie, would you like to hear a song about yourself?/Good! Listen!"

Oh, do you know the little girl, the little girl,
the little girl,
Oh, do you know the little girl whose name is
Jennie Brown?
Oh yes, I know the little girl, the little girl,
the little girl,
(Point to child)
Oh, yes, I know the little girl whose name is
Jennie Brown.

"Are you really Jennie Brown?/All right, Jennie Brown, let's sing it again."

(Repeat first verse.)

"Listen now. This is the part of the song you should sing."

(Continued)

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(Sing second verse.)

"Let's try singing that together." (Sing slowly, cueing the child as needed.)

(Repeat the song again if the child is willing. Encourage the child to sing the second verse with you.)

Helpful hints: The song is sung to the tune of "The Muffin Man."

This is a good activity to use with a small group of children to help them learn each other's names. In the second verse have all the children point to the child being named. And repeat the song often enough that no one is left out.

It may take many repeats of the song for the child to learn it entirely. So don't push too hard on the first try.

Things to do another time: Once the child has learned the song, substitute other people or animals that the child is familiar with. Here are some examples:

Oh, do you know your Uncle Joe, . . .
. . . who has a bright red car.

Oh, do you know the bus driver, . . .
. . . who drives a big blue bus.

Oh, do you know the grocery man, . . .
. . . who sells us fruit and candy.

Appendix
#D-1-c

Tough Type: Relational function
Tough Sub-category: Self-maintaining
Code: D-1-c

Title: Using telephones
Ages: 3-5
Participants: 1-10 children
Equipment: 2 telephones
Time: 15 minutes
Relation to Tough: A child may justify his actions and feelings to another child in using a telephone.

Directions: A-2-a

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Appendix
#D-1-d and e

Tough Type: Relational function
Tough Sub-category: Self-maintaining
Code: D-1-d and e

Title: Puppets
Ages: 5's
Participants: 20 children
Equipment: 2 puppets
Time: 15 minutes
Relation to Tough: Two children may talk using puppets to refer to their needs and other feelings. In using puppets the children can act out their feelings and thoughts.

Directions: Two children may come in front of the class with each using a puppet. The adult may start off the conversation and have each child have a turn using their puppet to continue. This may be done by starting a story or referring to needs. The children may each speak for a few minutes telling the story in their own words or telling emotional feelings using the puppets. The adult may change children and topic or continue with the same discussion or story. Continue until all the children that you want have had a chance to speak with a puppet.

Storytelling
Playacting
Puppet show
Singing songs--puppets used by one or more children when singing songs; often help shy children to sing or speak out more
Characters in stories--participation by children in parts of stories
Stimulation of dialogue or conversation between two or more children
Television show--television set made out of large box such as a stove or refrigerator box; quiz shows, talk shows, movies, or even commercials

Puppets can be made in numerous ways.
Stick puppet. Trace figures from coloring books, or cut figures from magazines, and mount them on the end of a straw, tongue depressor, lollipop stick, or dowel.

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Paper sack. Cut facial features from paper, felt, or other materials, and attach them to the bottom of a paper bag. A body can be attached to the rest of the head. Make certain that the bottom of the sack is not glued to the side of the sack, or the children will have difficulty in making the puppet talk.

Sock puppet. Pull sock over hand. Glue, sew, or paint facial characteristics onto toe of sock, or decorate as desired.

Vegetable puppet. Force potato, turnip, or carrot onto a stick or dowel. Pin, glue, or paint characteristics onto the vegetable.

Paper-plate hand puppet. Staple the outsides of two paper plates together. Cut hand hole. Decorate one or both sides of plate with desired features.

Appendix
#D-2-a

Tough Type: Relational function
Tough Sub-category: Interactional
Code: D-2-a

Title: Tell It on Tape
Ages: 5
Participants: 1-10 children
Equipment: Tape recorder, book
Time: 15 minutes
Relation to Tough: A child may tell a story in a tape recorder and use his own strategies to tell the story.

Directions: Have a group of children or one child choose a part of a story that has been read and retell in sequence the story on the tape recorder.

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Appendix
#D-2-b

Tough Type: Relational function
Tough Sub-category: Interactional
Code: D-2-b

Title: Number songs
Ages: 5
Participants: 1-25 children
Equipment: Objects from room
Time: 10 minutes
Relation to Tough: Children may count objects and recognize how to use objects to count with and sing a song about each object.

Directions:

Number Songs

Skills: Counting.

Words to use: One, two, three, and so on.

To encourage children to count, teach them songs with numbers in them, such as "One, Two, Buckle My Shoe." Make up your own songs with numbers. An example:

This is my number ONE finger--so tiny and so small.
This is my number TWO finger--a little bigger, that's all.
This is my number THREE finger--it's biggest and in the middle.
This is my humber FOUR finger--we step from big to little.
This is my number FIVE finger--ooops, I mean thumb!

Show the child how to count his toes, fingers, and steps, or objects such as crayons or building blocks.

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"END OF DOCUMENT"